



The Northeastern Onyx

May B, 1978

The Black Student Voice of Northeastern University

JUDGE BEN HOOKS AT NU

by Jesse M. Harris
and
Diane Reid
Onyx Staff

"We forget so quickly."

Those words, forcefully spoken by the Executive Director of the NAACP, Benjamin Lawson Hooks Thursday, sum up the mood of Black America for about the last ten years.

Dr. Hooks was commenting on the lack of aggressiveness among blacks in America to make social, economic and personal growth progress that was so prevalent during the 1950's and '60's. The height of that aggressive civil rights movement reached a high point in 1968, the year of the assassination of the Dr. Martin Luther King, Jr. Mr. Hooks added, and since then, it has been at a "standstill."

There are still many blacks who have not been through the civil rights movement, Dr. Hooks said. "You cannot appreciate how much change there has been in the country unless you've been through it," he added.

The near-capacity crowd in Northeastern's auditorium had cause to applaud in agreement with Mr. Hooks on several occasions.

A native of Memphis, Tenn., Dr. Hooks related a disheartening story from a professor friend teaching a college senior journalism

class with 16 blacks in it, all of whom knew nothing about Rosa Parks nor what she meant to the movement.

When Rosa Parks refused to give up her seat in the front of a bus in Birmingham, Ala. because she was tired and without the added protection of a knife or gun, "she was putting her life on the line. It took guts. I can't describe how much it took to do that," Mr. Hooks said. "And just 20 years after that, 16 blacks in a senior journalism class didn't know who she was."

Mr. Hooks stressed that students "burn the midnight oil" and learn as much as they can, including about the past. Recounting stories told him by his grandparents of slaves on crowded ships and auction blocks, Mr. Hooks brought home the belief that through faith, tomorrow will be better than today.

"Don't forget what has been done for you," Dr. Hooks said. "Can you forget Emmett Till, Fred Hampton, the little girls bombed to death in Birmingham, voting rights' struggles in Florida, Medger Evers, Robert Kennedy, John Kennedy fighting for equal rights and Martin Luther King?" Mr. Hooks asked. "If you do, you are not fit for the brightness that the future holds," Dr. Hooks added.

Blacks have been involved

in America's history ever since there was an America," Dr. Hooks noted. From the first blood of the Revolution, spilled by Crispus Attucks to Peter Salem, through the wars here and in Europe and elsewhere to Martin King, blacks have had an important place in history, Dr. Hooks said.

"We have a story to say to America," he reiterated.

Almost 30 years ago, Mr. Hooks came back to Memphis from three years in the U.S. Army to study law. The city was not the same as when he left - separate, degrading and disrespectful to blacks.

Most of his education was in Chicago, Ill., Mr. Hooks said. "There were a black

people there requested that he remain in Chicago after his studies were completed, but "I made up my mind that I wanted to change the system" (in Memphis).

As a lawyer, Mr. Hooks encountered racism in the courthouse with the presiding judge and in the law library. The library was labeled for use by "white lawyers" only, Dr. Hooks said.

When he became judge of the criminal court of Shelby County in 1965, Mr. Hooks said that the courtroom was



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TUITION TO RISE AGAIN

Tuition at Northeastern University will increase \$225 next year, or 7.9 percent, raising the annual charge for freshmen to \$2,835.

In announcing the partial tuition and fee schedule for 1978-79, which received University Board of Trustees approval last Friday, President Kenneth C. Ryder said he believes the Northeastern increase is among the lowest announced to date by Boston area colleges and universities. The low increase, Ryder said, "continues Northeastern's tradition of relatively low annual tuition rates combined with significant opportunity for earnings under the cooperative education program and a substantial pool of available financial aid, especially for



freshmen.

Northeastern students are expected to receive some \$21.7 million in financial aid in 1978-79; of this amount some \$9 million is controlled and distributed by the University while the remainder of financial aid (\$12.4 million) comes to the student through other financial aid from other resources. Particular emphasis is placed on making financial aid available to freshmen.

In reporting on the pro-

posed tuition and fee increase to the Board of Trustees, Ryder noted that the increase is part of a projected balanced budget, "a budget that is without extravagance, a budget which spreads the expense base over all programs, and which has no built-in surplus."

Ryder told the Board that tuition for upperclassmen has yet to be determined. In an effort to keep upperclass tuition as low as possible, university officials are delaying final figures until the entire budget process has been completed. Ryder did say, however, that it was reasonable for upperclassmen to expect an increase close to that established for freshmen. Tuition will be

slightly higher for upperclassmen in the Colleges of Engineering, Nursing, Pharmacy and Allied Health Professions; and Boston Bouve College.

Annual tuition for upperclassmen at Northeastern is less than that for freshmen because of the university's year-round quarter plan of cooperative education. After completing a traditional 36-week freshman year, students alternate quarters of the four upperclass years between classroom instruction and work on regular-paying jobs generally related to their academic majors. As a consequence, students attend class for only two quarters of each upperclass year.

Tuition for Northeastern's

School of Law will increase to an annual figure of \$4,125 for freshmen and \$2,800 for upperclassmen. Tuition for other full-time graduate programs will also increase, rising to \$1,450 per academic quarter for actuarial science and professional accounting. Unlike all the other increases, which are effective with the fall 1978 quarter, these three increases are effective this summer.

Tuition for the part-time divisions, which is based on a credit hour charge, will increase \$3 per credit hour for University College, \$4 per credit hour for Lincoln College, and \$6 per credit hour for the College of Engineering. The respective

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The Open Doors for the Deaf

Northeastern University is opening its doors to the deaf. It has become one of the first private institutions of higher learning in the nation to give deaf students an equal opportunity to earn a degree in an integrated environment through a program called "Open Doors to the Deaf." The full range of Northeastern's curricula and programs will be made available to academically qualified deaf students.

The supportive services needed to create this educational equality through which deaf students may learn with hearing students will be offered to eligible candidates for admission.

Northeastern, for ten consecutive years the nation's largest privately endowed university with a total enrollment of 50,000 students, is one of the first private universities in the United States engaged in an active out-

reach program to attract deaf students into its regular baccalaureate degree programs. It is also the largest cooperative plan university in the world.

The realistic approach to higher education is of great value to the deaf student considering a college degree. At graduation, students who have fully completed the cooperative plan have a degree and two years of accumulated experience to offer potential employers.

Most importantly, Northeastern's "Open Doors to the Deaf" program provides for the special social and academic needs of deaf students. Several deaf persons who teach American Sign Language are among the program's faculty. Marie Philip and Nancy Becker-Nowak, both deaf, are instructors of American Sign Language; Hartmut Beuber, also deaf, is a research assistant.

Deaf people on the local and state levels have been involved in developing the program.

Under the developmental leadership of Dr. Harlan Lane, chairman of Northeastern's Psychology Department, the program is refining a series of special support services which deaf students will be able to use once they have enrolled in the university. Lane conceived of the idea for the program several years ago, well before federal legislation made educational equality for the handicapped mandatory.

Cathy Cogen, an American Sign Language (ASL) linguist, is coordinator of these support services. Cogen will assist in and supervise interpreting, counseling, note-taking, and tutoring.

Northeastern's ASL program currently trains students in communication with the deaf, with one focus on

classroom interpreting. Any English-spoken lecture, thought, or idea can be expressed in ASL, and vice versa. ASL courses have been offered at Northeastern since 1975, and have grown steadily in popularity among students. Over 1,000 students, most of them hearing, have taken ASL courses.

Many deaf students may also be eligible for interpreting services provided through the Massachusetts Rehabilitation Commission or through the rehabilitation departments of their home states. Members of the program's staff can assist students in contacting these agencies for help.

Efforts will be made to individualize the program to meet the needs of each deaf student as much as possible. Program staff members will assist in orienting deaf students with the large variety of

student services on Northeastern's campus as well as with off-campus agencies for the deaf.

Deaf students are admitted to Northeastern University according to the regular admissions policy. The university accepts the special achievement tests given to students with handicaps, and personal recommendations are carefully considered and regarded as very important in determining admission.

Four deaf students are enrolled at Northeastern now, and it is hoped that many more will enter the university as news of the program spreads.

For more information regarding the Open Doors to the Deaf program at Northeastern contact Cathy Cogen at 437-3064.

Mississippi Still The Same

The Department of Justice recently obtained a consent decree requiring the Laurel, Mississippi, fire department to hire more blacks as firefighters.

Att. Gen. Griffin B. Bell said the decree was entered in U.S. District Court in Hattiesburg, Mississippi, resolving an employment discrimination suit filed Feb. 23.

The suit charged the city, its fire chief, and its civil service commission chairman with violating the Civil

Rights Act of 1964 and the Revenue Sharing Act of 1972 by pursuing policies that discriminate against blacks applying for firefighter jobs.

In August 1977, the city had 67 firefighters, of whom two were black. The white firefighters had permanent status under the city's civil service commission, while the black firefighters did not.

The consent decree permanently prohibits the city from engaging in any racially discriminatory employment practice.

The decree requires the city to adopt a long-term goal of increasing the number of black firefighters to approximately 30.8 percent of the city's firefighter force.

In addition, the decree requires the city to fill half of its firefighter vacancies with qualified blacks. The decree does not require the city to hire unqualified or unneeded employees and specifies that no

employee will be displaced by the order.

In addition, the decree requires the city to give priority hiring consideration to blacks who have been rejected for firefighter jobs since 1972. Those who reapply and qualify under nondiscriminatory criteria

will be given up to \$5,000 in back pay.

The matter was referred to the justice department by the Equal Employment Opportunity Commission on the basis of a complaint from a black applicant who had failed a written test for firefighter in 1973.

FOR SENIORS ONLY

Graduation Activities

THE FOLLOWING IS A LIST OF SENIOR WEEK ACTIVITIES FOR THE WEEK OF JUNE 11-18, 1978

Day at Ashland

Sun. June 11
A Day At NU's Recreation Center With All Outdoor Activities, Food And Beverage Provided

Booze Cruise

Tue. June 13
A Moonlight Cruise Around Boston Harbor With Dancing Aboard

Night at the Pops

Thur. June 15
An Evening With The Boston Pops At Symphony Hall

Dinner Dance

Fri. June 16
A Semiformal Evening At The Hyatt-Regency In Cambridge

Student/Parent Reception

Sat. June 17
A Champagne Social With Faculty And Administrators in the EL Center Lounge

Commencement

Sun. June 18
The Big Event At The Boston Garden

Visit The Senior Week Booth In The Student Cafeteria For Information And Tickets

Our Office: 258EL Ext. 2635

Paul Struzziero
(Program Coordinator)
Mary McGovern
Maureen Gaughan
Mark Yorra
Steve Nameth
Kathie Kearney
Jean Hernon
Rosemary Anton
(Committee Chairpersons)

Indians Seek to Run for Public Office in So. Dak.

A civil suit recently filed by the Justice Department is seeking to allow residents of the Pine Ridge Indian Reservation to run for public offices in Fall River County, South Dakota.

The voting-rights suit was filed in U.S. District Court in Rapid City, S.D.

Named as defendants were Fall River County Auditor Sherrill Dryden, Fall River County, and the state of South Dakota.

The suit charged that state and Fall River County officials refuse to allow residents of Shannon County, in which most of the Pine Ridge Indian Reservation is situated, to run for offices in Fall River County.

Under state law, Shannon is an unorganized county and is attached to Fall River County for governmental and voting purposes.

Fall River is predominantly non-native American, while Shannon is predominantly native American. They constitute three percent of the voting-age population of Fall River and 82 percent of

Shannon.

The suit noted that the U.S. Court of Appeals for the Eighth Circuit ruled in 1975 that residents of unorganized counties in South Dakota had a right to vote for public officials of the organized counties to which they are attached for governmental purposes.

In 1976, the suit said, Frank Rapp, a native American resident of Shannon County, attempted to file for county commissioner in the Democratic primary, but Auditor Dryden refused to accept his petition.

The policy of refusing to allow Shannon residents to run for elective county offices constitutes a denial of the right to vote on the basis of race in violation of the Voting Rights Act of 1965, the suit charged.

The suit asked the court to issue preliminary and permanent injunctions requiring the defendants to allow Shannon residents to be candidates for all elective county offices.

AAI LIBRARY OPENING AND RECEPTION FOR WINNIE DAY

by Carol Raso

Onyx Correspondent

Winnie Day, Ele. Ed., '78, is a "student/professional seed that has blossomed into a beautiful flower," said Kenneth Edison, assistant Dean of Student Affairs, who was one of approximately 75 guests who attended the African-American Institute's (AAI) presentation of Ms. Day and her photographic art works on April 4.

Dean Edison said that the administrators, artists, Northeastern students, professors, community people, and others in attendance showed an "overall response to her professionalism." They came to say that "they support and appreciate" the work that she has done, Dean Edison added.

"Upon leaving the university, we are sure that she will continue to have an impact not only in her field, but, to have an impact on the people that she comes in contact with, as an educator," said Dean Edison who summed up the feelings of most people who Ms. Day has touched in her third stage of life as she called the NU experience.

Dean Edison liked one of Ms. Day's silk-screens so much that he bought the "Screaming Man" to have it framed and to put in her apartment. Dean Edison said that her extracurricular activities gave her the "opportunity to begin to deal with the creative conflict that some students have in their personal development.

Ha added that "Winnie epitomizes the idea of student professionalism," and has impacted the surrounding community while she was a student at Northeastern. "This was exemplified at her coming out party," said Dean Edison.

"I will miss her," said Mrs. Veraya Brown, head librarian at the African-American Institute. Ms. Day has made "many contributions to my spirit as well as the spirit of the AAI and to the black community at large. I am happy that we had the opportunity to be the first to present her to the public," said Mrs. Brown. She added that she would like to see the "AAI sponsor Ms. Day sometime in the future to go to Africa and take some beautiful photographs of the continent." Further she said that she liked the photographic exhibition, and slide-tapes shown at the opening. Mrs. Brown someday hopes to buy one of the photographs which cost from \$5 to \$50.

Mrs. Brown particularly liked "the shading and the natural scenes of people" on display the whole week in the library. She confessed, however, that the "dearest ones are those of students from NU. "It is meaningful for me to have those kinds of reflections of students who have passed

through here. Plus the photographic art works "are monuments to these students as well," said Mrs. Brown.

Ms. Day will relocate to Washington, D.C. June 2 to begin a six-week job as an art teacher for an experimental program emanating from Howard University. Besides teaching children she will also document the project through films and still-slides. In the

librarian at the AAI said that Ms. Day is an "outgoing person, and she'll make it." She likes the scenes in the photography that deal with nature; and she would like to see Ms. Day travel to develop her "style." And like so many others who attended the reception, Ms. Hill likes the photograph "Nancy" and the one "Fishing for Dinner."

One of Josephine Qualls'

added McLaurin after which he made note that Ms. Day has a minor concentration in AAS and "It shows," he said with a smile.

Ms. Day, who was awarded Who's Who in American Colleges this year, put together her slide-presentation as the result of teaching at the Children's Art Center, a historical school which has existed since 1917 in Boston's South

End. Ms. Day explained that she used some old photographs that were collecting dust and about to become rotten through water damage in the basement of the school. She preserved them for the school since she was familiar with the design and production of slide tapes.

After reproducing the photographs she put them into slide form and combined them with recent photographs taken in the classroom and she developed a dialogue so that people who did not know about the historical art center could see it. Present, Past, and future," in six minutes with a Day by Day production.

Ms. Day got started in photographic production as a result of taking an African-American Studies course, "Creating Audio-Visual Aides" taught by Musa Euhanks a couple of years ago. At her reception she thanked Euhanks for helping her to learn to produce and design audio-visual slide-tape production that were shown that evening of her first exhibition.

With plans to continue her photographic skills, and to combine them in a future effort to produce children's books, Ms. Day said that creating audio-visual aides for children in the classroom is the "main thing" that she is interested in. "Since 'I'll be teaching, I can incorporate as

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Winnie explains how hard she worked on the display to her friends.

fall, she will begin teaching with the Fairfax County, Virginia Public School System.

Presently, while taking courses, Ms. Day is planning an Education conference scheduled for May 6 at NU. The conference sponsored by the Multi-Cultural Committee which Ms. Day founded will feature a keynote speaker who is an investigative lawyer with the National Education Association whose topic will deal with the legal implications centering around education. The conference will cater to a wide population of students in Boston, Public School teachers, administrators, parents and others. Included in the conference, which is part of her curricular activities, Ms. Day will feature eight workshop sessions for participants.

Dean Latham who attended Ms. Day's opening and reception admits that he "knows nothing about professional photography, but he has known Ms. Day since she came to NU. He said that he was "very proud and pleased both with her extra curricular activities and her academic performance." She has shown her "resourcefulness in her presentation," Latham added, "If she sticks to it and shows as much determination as she has in the past," and "continues to grow" she will be able "to find her plateau." Allavious Hill, assistant

C.J., '80, favorites was the one "Mrs. Braud." Qualls commented that the photograph reminds her of her grandmother. "When she looks at it it gives her a "warm feeling inside." "Just to think that you know what she's been through and she's still standing tall." "It is interesting," said Ms. Qualls.

Maria Joseph, C.J., '81, liked the same photographs and she said that she admired Ms. Day for having produced the slide-tape on the Children's Art School. She was also impressed with the people who attended the presentation and reception. "There were a lot of important people there that I wanted to meet such as Dr. William D. McLaurin, Acting Chairperson of the African-American Studies department. "I admire him a lot," said Ms. Joseph.

Dr. McLaurin, was impressed with Ms. Day's coming out reception. "I am impressed with the quality of her work and particularly with the way it was organized and coordinated. She is truly a talented individual and that's only part of Winnie Day," said McLaurin. The slide presentation proved that not only is she interested in her field of study and art but she's also concerned with giving art to youngsters.

Ms. Day deserves every bit of success that she is enjoying both now and in the future,"

Ruth Pritchard deRivera Memorial Prize

Through the generosity of Commandar Horace L. de Rivera, USN (Ret), who was a member of the Mathematics Department of Northeastern University from 1955 to his retirement in 1968, the Ruth Pritchard deRivera Memorial Prize has been established at Northeastern University in memory of his wife who died in 1974.

This is an annual award to be given as a prize for the most outstanding original essay on a given topic.

Specifications for the 1978 award are as follows:

Topic - The Necessity of

Military Preparedness for Our Survival as a Self-Governing Nation.

Length - 1000 words typed, double-spaced.

Bibliography/Footnotes - Not required.

Eligibility - Any full-time undergraduate student in any of the basic colleges of Northeastern University.

Deadline for Submission - May 12, 1978. Submit all entries to the Dean of Students Office, 200 EL. Announcement of award will be made by June 1, 1978.

Amount of Award - \$150.

TO ALL STUDENT ORGANIZATIONS

Every quarter the Student Union has had a calendar board down by the exhibition area of the cafeteria. This quarter is no exception. But we depend on you for information to put on the Calendar Board.

What better way can you advertise your meetings or events for nothing?

All you have to do is to

contact either Mark Yorra or Dale Bertazzoni at 437-2639 or else drop by the Student Union office at 254EL to tell us about what you would like to have put on the Calendar Board. We are here to help you, so please contact us with your schedule of upcoming meetings and events for this quarter as soon as possible.

Thank you!



POETIC THOUGHTS

All Things in Time

Slow down mind all things in time,
manifesting themselves through the Creators design.
Steady as a river course to the sea,
patience is a virtue, which will see all things unfold to me.
Hours, days, years but seconds, if I maintain this frame of mind,
sustenancies in knowing that all things come in time.
Life can be a weary vidue, an endless search for what never could be,
trying to escape futile circles, yet life is but three hundred and sixty degrees.
In time, the end rest on the point I started, beginning follows the end,
and truths unfold themselves to me, in this life I'm living in, Time.

Asphalt Playgrounds

My children's playgrounds will not be like
those of their white companions and classmates.
It's not so beautifully planned or origin-
ally decorated with daisies or trees,
you see my children's playgrounds are created
of hard cement and black asphalt.
My children will grow up with the reality that
in order to achieve success, everyday must be lived with more incentive
than that of any white children which they might ever meet.
Their swings are ridden by more whores, pushers and ped-
dlers of assorted prostitution than the whiteman can dream of, and their
hockeyboxes are filled with more bullshit than whitefolks can conceive.
The corner taverns are their monkey bars as they
strive to climb higher and higher, and their sliding boards reflect
the total aspect of the Blackman's continuous attempt to slip up the front of
the whiteman's society but always seeming to end up on their
ASS-phalt playgrounds..

Untitled #1

Sure is good to know you'll remember me in your spare time,
might even pine, me in mind as a fantasy flashes in front of your eyes,
in cinema scope and sense-surround.
I know cause, I'm doing that about you right now, and, it sure is good to
Know You.

Free Flight

Butterflies flutter,
from flower to flower,
soaring graciously like a clud,
darting hectically towards the sun. Reflecting blissful freedom, projecting
serenity, captivating my eyes, amusing my mind with thoughts of flight.
Enticing my heart and my better part, which longs desperately to be Free.

What's It Like?

What's it like to live
in a place
where time passes
but doesn't change things?

What's it like to know
friends who grow older
yet not wiser?

What's it like to have memories relived
and still not enjoy them?

What's it like to be imprisoned?

brian-keith johnson

Ten Years Ago Today

men like martin luther king jr.
are precious as
the diamonds of heaven
and are as needed as
milk from a mother's breast
to a newhorn infant.

brian-keith johnson

A Victim of The Oppressed

A baby,
another beautiful black baby -
- exposed to society's deadly light.
Unacquainted with the sounds,
Unaware of the hardships ahead,
Unable to see clearly - the light..
..only thru blurred vision.
If there were second chances..
it should be taken into deep consideration.
Altho' the baby is

innocent
innocent
innocent...

It means
nothing
nothing
nothing...

Already, defeat is in the future...
...Convicted...

without even having a chance to defend oneself.
But what is there to defend..?

...Being Black...
one can only await the end.
..the end..

..the end..of time...when...
One can be free from...
..the cold stares of the whiteman..
..and the struggle...

to make it - in a forbidden land.
One is already faced with danger...
From the time of birth...one was labeled...

... "Nigger" ...
"Nigger?" you say,
what is a "Nigger" ..?

"You," says the whiteman.
... "Me?" ...
The world is but a mystery...
..Life...has yet begun for thee..

All the time knowing...
there is nothing one can do -
-and nothing one can say...
..and already it..
has..

come..
to...
an...
end..an end...

"A victim of the Oppressed..."
When one can speak of "freedom"...
..one then, will be at rest.....
The World Just Wasn't Made...For The Black Man."
- Andree Powell

Me. You

Me,
sitting here,
looking at you,
the silent distance between us.

You,
frowning,
and me,
ranting and raging.

Waiting,
waiting for you.

A smile,
a touch,
or maybe for you,
to take me into your arms,
and deal with me.

Angela Herbert



WHAT I GOTTA SAY

Letter from a Young Black Poet

This collection of poetry was written from when I was 14 years old up until the age I am now, which is 17. My poetry consists of self experiences and feelings of a black girl from a middle class family. Also there are a few descriptions of friends and their experiences of being young and growing up black. To add along with other black experiences, past and present.

I plan to correct some (if not all) the false truths about my race and other minorities through my writing. To express and spread my beliefs to what I think and believe is right. I shall attempt to my fullest capacity to exorcise all the evil away from the oppressor!!

Black people have lived in the whiteman's fantasy world so long that we can't escape. This colorless race even has us destroying one another. Even though I can't entirely say it's the whiteman's fault. The blacks could have prevented some of the injustice and other problems that keep the Black race apart.

The only way for us to achieve our liberation, is to unite as one. Then the discussion of a revolution shall and can begin. But you cannot liberate a race and have a revolution without PEOPLE!!

The Change

I'm a different person now than before

I seem to study my life a little more.

I tend to think what life would be without living in miseries.

My world is quiet and peaceful now which gives me time to think awhile.

To be alone, sometimes with my man saying to myself) If only I could do it all over again.

I don't get high not that I don't try but I'm digging the natural high.

I enjoy the change but will it remain the same when I become involved with the streets again.

I miss the old me but now I'm the new me, and that's the way it's gonna be. Till I feel that the old me really suits me.

Kidnap Beauty

A seed being planted on this earth

Later rising up to its fullest capacities

Blooming into different perspectives

As people walk by admiring all its loveliness

Then along comes the abductor who takes this loveliness away from its home

To sell it or whatever just as they did you and me



Introducing Ms. Vanessa Murphy.

Where Is The Dream?

Where is the dream?
that is made to be mine.
To find a better future for all mankind.

Running here running there.
Is it going to get me anywhere?

Or maybe I shouldn't share what's upstairs in my head and let every mother-fucker drop dead.

The pros and cons are weighing me down.
People say don't let the nans get you down.
Cause they will always try and keep you there.

But you see my dreams are fading away from me.
And when your dreams are gone so are you.

Struggle

S — society you're going to build is already reflected in a struggle.

T — till the most difficult task comes when asking of building a new world.

R — relating to the building of a collective spirit of getting away from this individualistic orientation towards personal salvation.

U — unworthy tasks is that what they say.

G — getting us away may lead to sending us up state to Sing Sing's gate.

G — get it together or leave it alone may not fit this poem but does anything today.

L — level; is to merge the personals with the political where they're no longer separate.

E — effort is where it starts cause revolution isn't just armed struggle just the period you take over.

What Are Black People Made Of?

What are Black people made of?
They're made of brown sugar,
that taste and smells so sweet.
Especially when they're cookin' to the beat of Sunny Side of the Street

What are Black people made of?
They're made of hominy grits, pigs feet and collard greens.
Which makes people like Mean Joe Green as swift and pretty as an autumn leaf.

What are Black people made of?
They're made of the jazz and blues,
brought to you by The Count and The Lady who sang the blues.

What are Black people made of?
They're made of the fine features of Lena Horne and Billy Dee.
There even was a horse by the name Black Beauty.

What are Black people made of?
They're made of dedicated leaders as, Martin Luther King, Huey P. Newton and the intelligence of Barbara Jordan.

What are Black people made of?
They're made of people like you and me.
Fighting for our liberty and pursuit of happiness.
That's what Black people are made of.

"When I hear about reverse discrimination I get sick"

Hooks from page one

filled with the people who thought they would never see the day a black man would become a judge. On his first day as the judge after he was announced to the courtroom. Mr. Hooks, "grabbed the gavel and said, Yea, sit down because I'm in charge."

Dr. Hooks said that the Bakke case will affect every one of us "and when I hear about reverse discrimination, I get sick to my stomach." White males have always had the doors opened to them while minorities have had it closed in their faces, Dr. Hooks said.

"You can't tell me that I am black and expect me to stay back, because we are going to come," Dr. Hooks said raising his voice.

"There has never been a white man who had lost something because he was unequal to anyone. We're just saying that he can't have it all," Dr. Hooks said.

Mr. Hooks has combined careers in law, ministry and business. He attended Le Moyne College and Howard University. On returning from serving in World War II, he received a J.D. degree from the DePaul University College of Law in 1948.

Mr. Hooks served as assistant public defender for four years while practicing law for 16 years in Memphis. In 1965 he was appointed judge of Division IV of the Criminal Court of Selby County but resigned after three years to resume his law practice. Besides his law practice he is a member of the American Bar Association, Tennessee Bar Association, the Judicial Council of the NBA and the National Bar Association.

Mr. Hooks was also ordained to preach in 1956 by the Baptist Church, later becoming Pastor of the Middle Baptist Church. In 1964 he became the pastor of the Greater New Mt. Moriah Baptist Church in Detroit, Michigan.

In his business career he was the co-founder and vice-president of the Mutual Federal Savings and Loan Association of Memphis and also served on the Board of Directors.

He has served on the boards of the Southern Christian Leadership Conference, Tennessee Council on Human Relations, the Tri-State Bank and several community affairs organizations including the Memphis and Selby County Human Relations Committee.

Mr. Hooks has received numerous citations and honors from civic, religious, professional and educational institutions. He has also received six honorary doctorate degrees from Wilberforce and Howard Universities, Morehouse, Tuskegee, DePaul Universities and Central State.

In 1972, Mr. Hooks became the first black member of the Federal Communications Commission. After a five-year service, he became



executive director of the NAACP.

The lecture was the second part of a series presented by the African-American Institute's Amilcar Cabral Center.

The goal of the lecture series is to bring outstanding black Americans such as Mr. Hooks to the Northeastern campus. Harvette Emmett, program director of the lecture series said that the students have expressed an interest in these outstanding black Americans, and that many of these speakers serve as a role model for students. "This is particularly true on a predominantly white campus with few black role models," said Miss Emmett.

THE EDUCATIONAL ASPECTS OF A BLACK SOCIETY

by Michael Hainey
Onyx Correspondent

This article will focus on the educational aspects of black youths in our society.



Are black youths really receiving a fair chance in obtaining educational goals.

or does our society see spending monies on educational programs in black neighborhoods and institutions of higher learning a waste of time?

A modern day stereotype of the black youth is one which says black youths are inferior, that they don't want to learn and blacks cause trouble in the classroom while interfering with the learning process of others.

In our American Society, as in most industrial societies, formal education serves as a key factor in social mobility. Many generations of immigrants have been able to acquire, and experience social mobility through formal education; namely, the Irish and Italian. In the case of black people, however, the racism attributed to the society has led to inadequate and substandard education, thereby perpetu-

ating their low status in today's society.

At the time of the Emancipation Proclamation, approximately 90% of all black people in the United States were illiterate. Through the years, the illiteracy rate declined substantially to the point where in 1954 it was 7.5% for blacks as compared to 1.6% for whites. The illiteracy rate for the country was reduced in half between 1960-1970, according to a study completed by the New York Times.

Illiteracy is defined as following: Illiteracy is the inability to read and write a simple message in any language. Therefore, FUNCTIONAL illiterates developed. Functional illiterates are those whose reading and writing skills are so limited that they are virtually unable to function in these areas and functional

illiterates are not even included in these rates of illiteracy! Many blacks fall into this category. The schools that these children attend have not even equipped the students with the basic learning skills.

That black pupils do not perform well on national standards in such areas as reading and writing is well known. This sub-par performance is due to the quality and quantity of educational skills the pupils have received.

In 1912 only 58% of black children between the ages of six and 12 were enrolled in school, but by 1961 the figure had increased to a whopping 98%.

These figures though impressive do not tell the complete story. Let's compare the number of years that blacks spend in school

CONT. on page 14

A Sidebar to Ben Hooks

by Jesse M. Harris

Before NAACP Executive Director Benjamin L. Hooks delivered his inspirational speech to the auditorium crowd, the attendees were treated to some traditional gospel music by the Ron Ingraham Concert Choir.

The 12 singers accompanied by three musicians sang two numbers, "Life Is Just Time" and "It Is Well With My Soul" Delores Jackson was featured singer on both numbers.

"It Is Well With My Soul" began slowly but soon rose to a dynamically fever-pitched pace that brought most of the auditorium crowd to their feet with hands clapping and in one case, with feet dancing also.

The set, though short was very uplifting.



Hello there, my name is Mrs. Benjamin Hooks, what's yours?

The African-American Studies Department

A Valuable Educational Tool

by Carol Raso

Onyx Correspondant

According to Dr. William McLaurin, Acting Chairman of the Department of African-American Studies (AAS), this year has been one of major change and reorganization for the department. What has made this year unique, is that the department has been working from a clear, carefully grounded plan for the future. A Primer for Black Studies.

McLaurin feels that the hardest part is over: "Our objectives and our potential are now clear. As a result AAS is getting support from the College of Liberal Arts administration." He went on to stress the fact, "that if AAS continues to receive University support, we will have a future in which we can continue to grow and develop."

McLaurin would like to see the elimination of a lot of the misconceptions that students have about AAS, its curriculum, and its faculty. "The aim of our reorganization has been to offer useful, exciting courses organized under specific subject areas," he said.

In the past, a student would sift through the course offerings and try to choose a course or two that fit in with their program. By structuring the courses so that the relationship to a specific discipline is clear, the Studies Department hopes to enable students to choose courses that fit in with their concentration.

"I feel very strongly that the Department of African-American Studies has a major contribution to make to virtually every student at Northeastern, and one of our principal goals for this year and next is to make all students aware of our courses and what the department can offer," McLaurin explained.

McLaurin commended students who were inconvenienced during the fall and winter quarters while the department was going through the transitional stage from one administration to another. Also, he complimented the students for their support of the AAS during these trying times.

McLaurin noted that if students would like to see a copy of the *Primer on Black Studies*, by Linda Ricks, it is on reserve at the African-American Institute and Dodge libraries.

Primarily, the *Primer*, an informational package explaining AAS, lists the objectives of the department as: (1) To "impact on the total undergraduate population at NU as well as those wishing to concentrate in the area of Black studies," (2) To provide an understanding of the role of Black Americans cultural, political and economic life; (3) To develop research and analytical skills of students; (4) To develop research in the study of Black American life.

Courses in the department are divided into eight major subject areas: Applied Science, Education, Economics, History, Humanities, Sociology/Psychology, Political Science, and Research. Dr. McLaurin expressed hopes of seeing the department hire full-time faculty in Education and Economics for the coming year, and within the next two years to have a full-time faculty member in each area with the exception of Research which could be shared among the faculty.

The department is also planning to invite visiting professors in each of the eight subject areas to be a member of the department for a half year or year at a time. "This would enable use to attract outstanding instructors in the various subject areas who have expertise in African-American studies, but would not be able to join the faculty full-time," according to McLaurin.

In addition, the Department is planning a series of University-wide seminars to invite speakers of national prominence to lecture on subjects of importance in AAS at Northeastern. These seminars would be held jointly with the department or college within the University most closely associated with the speakers' field of expertise.

In order to implement these goals, the department will need the budgetary and philosophical support of the University. Dr. McLaurin is optimistic that the groundwork that has been done this year will pay off in University support. The administration is particularly interested in having the department more closely involved throughout the University, and the visiting professors and the University-wide seminars would be instrumental in reaching this shared objective. The seminars are designed especially to attract all Northeastern students by presenting African-American subject matter in a manner that is useful, interesting, and inviting.

Linda Ricks, Executive Officer of the department was asked by Dr. McLaurin in October of 1977 to work with him on the reorganization of the department. While the major portion of her work this year has been on organizational development, she is also responsible for the daily administration of the department. Ms. Ricks sees the future of AAS a strong one, and that "the AAS at Northeastern could become as excellent as the department at Yale University. The principal factors in the success of the Yale department are a strong faculty, clear meaningful courses, and University support."

Dr. McLaurin and Ms. Ricks agree that "with the help of the Provost Harry Allan, the department can market the



The African-American Institute at 11 Leon Street.

courses through a package that will go to colleges and departments within the university. The package will contain courses that fit into student curriculums. Thereby enabling them to see which courses are useful in their particular area of study. Both also agree that the courses should be listed as requirements in different colleges, "just as other courses are required," according to Ms. Ricks.

Ms. Ricks finds AAS at NU "interesting and challenging. She is excited about the direction of the department, and she mentioned that it is one of the 'oldest' of its type in the country. It can establish itself as a leader with the philosophical, and financial support from the university. She added that it is in a "perfect location, here in Boston."

Meanwhile, "it takes some shifting around, and some changes that cause students inconvenience and confusion," said Ricks, and then added that, "what we hope will happen and that has been happening more often is that students come to the department and try to work the changes out themselves." Most students are referred to Dr. Holly Carter who is Chairman of AAS Majors Committee and Chairperson of the Curriculum Committee for academic counseling and

help. "Ms. Carter is very effective in helping students decide what courses should be substituted for other courses and she has been a major part of reorganizing the curriculum," said Ms. Ricks.

Dr. Carter, who has her Ph.D. in Political Science from MIT and has been with AAS for four years said that she loves students and they are the reason she is with AAS and will continue to be there. Even after they have taken her courses, she invites them to come by to see her whether they have academic or personal problems, or whether they just want to come by and chat. "Students have my home telephone number and they call me quite often. We here at AAS want to encourage this kind of interaction with students," said Carter.

Carter blames low enrollments in the department on one hand on the geographical location. On the other hand she said that it is probably because students "do not know about us or perceive us as in their corner or as supporting them. They have seen a lot of changes in personnel here, and they are unsure of where we are coming from."

Presently, the African-American Studies Department is located at 11 Leon St. The Leon St. address is the farthest academic facility on the immediate campus.

Carter further stated that, "The students don't turn to us. She would like to impress upon them that they should drop by this department just as they drop by the Political Science, Art or various other NU departments. We here at AAS encourage this kind of interaction with students," emphasized Carter.

Professor Carter noted that AAS will sponsor an open house this spring. Another goal Prof. Carter mentioned was that, "We must show the students how having a degree in AAS can be profitable in this country. It is not a mute degree," said Carter.

McLaurin and Ricks would like to continue to "clear up misconceptions about the department and to impress upon students that the subjects are important especially for anyone who will work in urban situations."



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WINNIE DAY FROM
PAGE THREE

much photography into my teaching as possible," said Ms. Day.

Ms. Day has an ambition of owning her own school centering around "academic and fine arts which would provide quality education in both areas." Her advice to students at Northeastern is that they become "more serious about their work and to put the 'struggle' into its proper perspective. "They must understand that a lot of people fought and died in order to allow us to even be at NU, emphasized Ms. Day.

She also encourages students to "expose themselves to a variety of people and places, and to analyze their situations more carefully and thoroughly" as she has done. Above all she said, "that they must think of their education in terms of how they can help the community." "When I think about the people that I know on campus who are graduating, and that I have asked what they are going to do next year, the answers they gave were astounding.

Some say that they don't know what they will be doing after graduation while others say that they have not thought about it, while still others say

that they are going to relax for a year. Her advice to these aimless students is "later for that, the revolution will be over before they wake up," emphasized Ms. Day.

"Years ago there were no black folks at NU. Since then, there have been a lot of black students. But, now, there are fewer black folk here," she

reminded students. "Once you understand that and put it into its proper perspective it will help students become more serious," she said.

"It is important for people

to become more serious about the things that they do. "Once you get a proper head on things, it helps everything flow for you," said Ms. Day.



THE "QUAD" IS REALLY A POPULAR PLACE THESE DAYS.

EDUCATION IN A BLACK SOCIETY

Haynie From Page 6

compared to the number of years of whites. In 1970 blacks had completed 9.9 years of school, compared to 12.2 years for whites.

Even these figures do not reflect the real difference in quantity education for the two groups.

In 1970 only 23.4% of blacks graduated from high school, compared to slightly over one-third (35.2%) of white pupils. The discrepancy is greater at the college level: 12% of all Americans had completed four or more years of college, while the figure for blacks was 4.5%.

But even more important than the quantity of education is the realization that blacks in the United States receive such a poor quality of education to which they are exposed.

At the time of the Brown vs. Board of Education decision in 1954 the Supreme Court declared segregation in public education unconstitutional.

Sixty-eight of all blacks that lived in the United States lived in a state that enforced and maintained



rigid racial segregation in public schools. Seventeen states and the District of Columbia required racial segregation in public schools, by law and four additional states permitted segregated schools. In many of the remaining states, especially those with large black populations, the schools were segregated.

Have times changed? No, times haven't changed that much. Black youths still are the victims of sub-par education.

Have the educational conditions really changed since the 50's, or were they covered up with "better" statistics?

We as students of higher learning should express interest in these questions, because if the educational system in our urban centers do not change to help teach our black youth, we as a race will never gain the knowledge and understanding to cope with any society and its problems!!!

All materials and statistics for this article were collected from "The Outsiders" written by Spiegel.

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MARATHON

by JoAnne Miller
Onyx Staff

What does a novelist, a scientist, and a student have in common?

The three people are Allieu Massaquoi, Lenoard Harris, and Paul Milvy and they all seem to have an affinity for running. All three ran in the 82nd Boston Marathon and all three had previous exposure in the yearly Boston event.

Massaquoi, is the student, doing grad work at Boston University, while running eight to 18 miles each day, six days a week depending on how his body feels. Massaquoi says he has been racing for six years and that his time

(2:20), was two minutes faster than he had done in the 1972 marathon.

"I was disappointed because of the cold weather, I run better in the heat," Massaquoi said. "I felt good up until around Boston College, then my legs tightened up and I slowed down tremendously," Massaquoi added that he finished with a great amount of energy left.

Harris is the author of the book, "Massata Plan," and currently working on one called "Don't be a Hero," to which Harris said, "I'm not." In both books, the main character deals with running or jogging in one way or

another, Harris said. He came by train with a friend from New York, Milvy, who is a scientist. Harris is planning to pace a friend in the Penn Relays next week while Milvy will be running in Maryland.

"For each mile I run, I think about everything and nothing," Milvy said. Milvy came in at 3:22, five minutes slower than he was running six months ago. "My back started giving me trouble so I had to slow down," the 40-year-old Milvy said. He has run 16 marathons in the last three years, this was his fourth in Boston. "Running has proved to be good for my heart, and the only dangers of running 26

miles are blisters." Milvy described himself as a scientist in search of an answer to what causes cancer in this environment.

Ernest Billings, a black high school teacher from Chicago, ran the 26 miles in 2:45. Billings runs five to seven days a week to keep in shape and says he "thinks about finishing," for each mile he runs.

Alden Colkburn, black medical doctor in Dorchester has run in the Boston Marathon four times in the five years he has been running. Colkburn, 31, was timed at 2:49.

There are many more

people like the ones I've mentioned, to name a few, who help make the marathon what it is. We must not forget about the runners who end up in the back of the line before the race begins, and how their positions may leave them with a feeling of discouragement, even when they know that the runners in front of them must run twice as fast. We must not forget about the runners in the front who all too soon find themselves giving up a front seat to the back seat. We must not forget about the spectators who showed up this year so when next year comes around we will try to get the Prudential Center area earlier, so we can see the runners and the winners as they come to the finish line.

Cooper Striders and Stridettes

by Terri Caldwell
Onyx Staff

1891 Washington Street in Roxbury is the Cooper Community Center. There one can find many different activities, and the Striders and Stridettes.

The Striders and Stridettes are the Cooper track teams, which have a combined membership of 84. Their ages range from six on up. One of the coaches, Sherman Hart, laughingly says, "We take anybody - crippled, blind..."

Sherman Hart has been coaching the Striders and Stridettes since their beginning a little more than two years ago. Hart is also Cooper's Athletic Coordinator. He is not alone, though. John Clenn, a Youth Counselor, began assisting Hart about two months ago. Sherman Hart is also a Northeastern graduate and a brother of Iota Phi Theta Fraternity.

When asked about Hart's coaching, three Stridettes, Stacy Franklin, Sonya Hart, and Maxine Underwood, laughed and agreed with Stacy when she said, "Hard."

The teams practice outdoors at B.U. and indoors at Jamaica Plain Recreation Center for about an hour and a half at least five days a week. This may seem a little rigorous, but it pays off.

"We hold records at every facility in New England," says Hart. "All sprint records in New England belong to Cooper." They hold the New England record for the 880 Relay with a time of 1:43:03, and the mile relay with 3:53:02. "If we start with the individuals, we'd be all night," Hart said, but he did allow Stacy, Maxine and Sonya to give theirs.

At the A.A.U. Championship Maxine ran a 25.3 second 220. In the Bay State Coaches Invitational Stacy ran a 38.4 second 300 (the 220 and 300 are dashes measured in yards).

The Striders and Stridettes get to their local meets in Cooper's van. "Cooper definitely needs a new van," Hart said. "We need a bus," Stacy added. Naturally, this means money has got to come from somewhere.

Coach Hart said they were funded "through a

hope and a prayer," but continued to say, "Partially through Cooper, partially through our own little efforts - mostly through our own little efforts." To raise money they have done almost everything from raffles to marching in the "Rebop" Parade to win \$50. "We've had some parties down at Northeastern,"

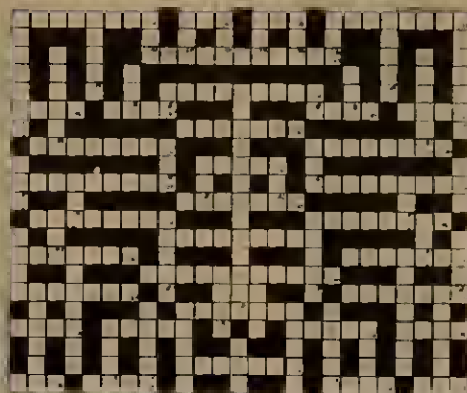
Stacy said, "then N.U. started giving us a bad rep." The parents have helped by selling hot dogs at a football game and raffles.

The teams have been in competitions from Maine to Delaware, but mostly in the New York area. They have been as far as Philadelphia, and the weekend of April 15 they ran in Washington, D.C.

Hart would like the teams to go to the Junior Nationals in Indiana, the Age Group Nationals in Miami, and an all-star meet called the Bermuda Exchange in July. As Hart put it, and many others in our community can understand, "We can't go unless we obtain financial resources."

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ACROSS

1. ---- Philip Randolph.
2. ---- Kenyatta.
3. Rural Africa is called.
4. Metallic elements.
5. Akim ----
6. For jewelry from Africa use a.
7. The tallest people.
8. Sese Seko rules.
9. Camels are difficult to.
10. Kenya has a favorable.
11. King Hassan rules.
12. Skinny (opp.)
13. The hardest gem.
14. "Ole Man River."
15. Country for ex-slaves.
16. Ndabanangli's last name.
17. Matabele's first king.
18. Egypt has ancient.
19. Fort-Lamy (Chad), is now called.
20. A people of Zimbabwe.
21. The dark ----
22. African Medicine is noted for its ----.
23. People of Africa enjoy ----.
24. Mwene Mutapa is within ----.
25. Brig. Muritala Rufai Mohammed was a ----.
26. The Slave Patrol was created by ----.

27. Behavior expected is of the ----.
28. Leaders in Africa can be removed by a.
29. Followers of Islam do not eat.
30. The Shah of.
31. During the rainy season we should expect a.
32. The mountain of the moon.
33. An ancient city in Mali.
34. Some African fabrics are made from Bee's.
35. "I ---- you."
36. Twi is a.

DOWN

1. South African uprising.
2. To remove a leader with force.
3. Milton of Uganda.
4. Some think African Juju is.
5. Songhai empire capital city.
6. Another name for corn.
7. Cotonou is the capital of.
8. Mobutu's first name.
9. Yoruba capital city of Nigeria.
10. George ---- died in Ghana.
11. Kwame of Ghana.
12. Nickname for Kofi.
13. Cheetah's are.
14. DuBois came from.
15. Liberation party Angola.
16. Motion picture.
17. Gabon was colonized by.
18. Charles (blood plasma).
19. Where boats may dock.
20. To possess land is to ----.
21. A large rodent.
22. When hungry we.
23. ---- of Aggression.
24. Skilled Marksmen have a good.
25. A Ghanaian Political organ (abbr.)
26. A Rhodesian Political organ (abbr.)
27. Kenya cultivates for import.
28. ---- Africanism.
29. Many medicinal cures of African are.
30. Second largest continent.
31. Another word for very old.
32. Organization for African Unity.
33. Puerto Rico (abbr.)
34. Pass Meridian time.
35. ---- Tafari.
36. African Genetic group.
37. Before summer comes.
38. An ethnic group of Liberia.
39. Apartheid is a ----.
40. In South Africa ethnic and racial groups cannot.
41. New Colonialism.
42. Man's ancestor.
43. Cabinda has a great deal of.

First World Crossword Puzzles Series

HUSKIES TAKE TO TURF

by Kenneth Deputy
Onyx Correspondent

It's springtime, and you know what that means to Northeastern tracksters.

While most young men's fancies will turn to romance the Northeastern trackmen will turn to the turf. The Huskies will be defending their titles as the Greater Boston and New England Champions in outdoor track.

Head Coach Irwin Cohen and assistant Coach Everett Baker feel that Northeastern should repeat as Greater Boston and New England Champions of outdoor track because of the team's great depth. And because of that depth of talent, many of the trackmen find that their toughest competition comes from their own teammates.

Although the Northeastern Huskies seem to be invincible in New England, they have their weak points both on and off the field. Northeastern's major flaws on the field are the javelin throw, hammer throw, and the hurdles. But Coach Baker explains, "These events are weak only in comparison to other events."

Off the field, Northeastern's most noticed and major concern is weakness in the recruitment of quality trackmen. Why does a great team like Northeastern finish third

and fourth year in and year out to the Villanova and Maryland track teams on the East Coast?

The only noticeable factor is that both Villanova and Maryland have an abundance of black talent, and Northeastern doesn't. Who's to blame for this situation, the school officials, the sports director, the recruiters or the coaches? Who knows the answer?

Anyway, someone should get smart and maybe Northeastern will become number one on the East Coast in track. First place a lot better than 3rd and 4th place finishes.

Of the few blacks on the track team, most of them excel in at least one major event. There are two fine sophomore runners, Mike Haynie and Eric Hardie, competing in the high jump. Haynie who registered a school record 6'8½" in the high jump last year, has yet to come close to that mark this year. Coach Baker says, "Mike has the potential to become a very good high jumper."

Due to his frustrating performances this year, Haynie says, "My only accomplishment will be to finish out this up and down season."

Haynie's toughest competition comes from his teammate Eric Hardie. Hardie is the

team's best indoor high jumper. While Haynie was placing second in last year's Greater Boston Championships, Hardie was placing fourth. Hardie also placed fourth in the New England Championship. This year's goal for Hardie is to jump 7'1", which he feels will qualify for NCAA's trials. Although Hardie is jumping well, he feels that the brothers on the team aren't getting enough moral support. Hardie claims, "the lack of encouragement on the coaches' part doesn't help in bringing out the best performances in most of the athletes." Eric hopes in the future that the coaching staff will be able to develop better relationships with the talent the team has.

With the addition of Ricky Thompson to go along with Ron Chambers, Coach Baker says, "Northeastern has two of the best three long jumpers in New England." Thompson finished fourth in both the C.B.C. and the N.E.C.'s in the long jump. Because of the liver injury he suffered while competing in a meet at Harvard a few months ago, Thompson will not be competing in this Spring track session. The team hopes that when Thompson returns next year, he will be able to regain

the form that made him a top long jumper.

Thomson's coaches refer to him as one of "Jamaica's best athletes." Any praise other than that would probably be the understatement of the year.

Ron Chambers holds the school record in the long jump (24'4½") and the triple jump (49'10½"). He placed second in the long jump, in both the C.B.C. and the N.E.C. last year. With a year of eligibility left, this junior could own both New England's records for the long and triple jumps. Chambers is also known throughout the region for his versatility. Besides the jumping events, he also competes in the 100 yd. dash, the 220 yd. run, and in the 440 yd. relay. Chambers' overall goal for this season is to improve his time in the 220 yd. run. His future goal is to make it to the Olympics. He and his coaches feel that his best shot for the Olympics would be in the long jump. Chambers says, "Track helps to discipline my life. When the coach tells me to run five sets of sprints and after the third set I'm totally exhausted, I push myself to finish the last two." "This practice applies also when I am doing homework or many other things," he added.

Other blacks competing on the track team, include the

likes of Danville Bent, Jesse Hawkins, Cleveland Coats, and Lenworth Williamson.

Bent, who long jumps and triple jumps, placed fourth in the N.E.C. for the triple jump. The middler was also a member of the high jump relay team that took first place at last year's Boston College relays.

Hawkins, an up and coming freshman, runs in the 220 yd. run, the 440 yd. run, and in the mile relay.

Coats, a sophomore, was New England's high school champion in the 220 yd. run. This year he's been used mainly in the sprints, the quarter mile relay (440 yds.) and the mile relay.

Williamson, also a sophomore, was known as the 6,000 mile man while he attended Mount Vernon High (New York). Williamson specializes in the distance races.

Many of the athletes mentioned above, think that an increase in the recruitment of top black trackmen would propel Northeastern into first place track team on East Coast indoors and outdoors.

The team members also expressed their concern for black support at the meets. A large crowd psyches up most competitors, so a lot more black faces in the stands would certainly make these dedicated men feel better.



T'S SPRING AGAIN!!!!